
Figure 6.2. Lesson plan on using RSS to fuel reading.

Using RSS to Fuel Your Reading**Standards**

- CCSS.ELA-Literacy.CCRA.R.6. Assess how point of view or purpose shapes the content and style of a text.
- CCSS.ELA-Literacy.CCRA.R.9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- CCSS.ELA-Literacy.CCRA.R.10. Read and comprehend complex literary and informational texts independently and proficiently.

Rationale

To read and comprehend various kinds of texts (R.10), which include texts created by a variety of authors for numerous purposes and audiences (R.6 and R.9), students must seek out a variety of perspectives from the news media and blogs. RSS, a technology that pushes content out from websites to a user, is one tool that students can use to gather these various perspectives on a particular topic. Also, becoming a proficient reader of nonfiction text requires repeated exposure to disciplinary vocabulary over time, a practice that regular RSS reading can support.

Goals

- Students will demonstrate their ability to find and organize RSS feeds to make their own custom newsmagazine.
- Students will identify both personal and academic topics of interest, creating a customized search to load in their RSS reader.

Formative Assessment

- Students will set up their Feedly homepage for academic and personal reading, reflecting on the purposes for each type of news feed he or she includes. See the suggested outline for this assessment below.

Materials

- Access to Feedly.com and/or the Feedly app
- Print or digital version of the "Use RSS to Fuel Your Reading" handout: <http://bit.ly/rssfueled>
- Computers or e-devices (if doing the survey in class)
- Student notebooks/paper/e-devices for reflective writing

Lesson Plan

Before the lesson, you will need to confirm that all students have a Google account.

1. Show students the video "RSS in Plain English": www.commoncraft.com/video/rss.
2. Once completed, ask students to consider how news websites and blogs "push" out their content both to their homepages and to smartphone apps. Refer to the figures in Chapter 2 showing how the same content can appear through multiple sources but may look slightly different.
3. Pass out or ask students to link to the "Use RSS to Fuel Your Reading" handout and read the first two sections about Feedly. Using the website (Feedly.com) or the app, ask students to log in to Feedly with their Google accounts.
4. Invite students to navigate through the sections of Feedly and to find three feeds they are interested in. Subscribe to those feeds using the "+" button and also categorize those feeds. Allow students adequate time to find their feeds and, if they have completed the task, invite them to identify a few more of interest.

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Figure 6.2. Continued

5. Ask students to load CNN.com in a Web browser. Using the handout, have them navigate to CNN’s list of RSS feeds and manually subscribe to one of their choice.
6. Invite students to search the Web for additional RSS feeds using Instant RSS Search or RSSMicro. Alternatively, you can invite students to search Technorati for blogs related to relevant topics and get the RSS feed from those blogs: <http://technorati.com>.
7. Finally, introduce the Google Alerts page and ask students to generate a feed about a pertinent topic.

Creating My Reading List with Feedly

Our goal for creating a custom reading experience with Feedly is for both your personal reading and academic purposes. Based on the feeds that you have initially put in your Feedly, describe what you hope to read, learn, and enjoy. I’ve started the CNN one as an example:

Feed	Personal/ Academic	What I hope to read about and learn from this feed
CNN.com	Academic	Because we are studying US politics in social studies, I feel that this will be a reliable source of information for me.